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## EYFS Subject Overview and progression to National Curriculum

### EYFS ART: EXPRESSIVE ARTS AND DESIGN (Exploring and Using Media and Materials)

*In the Early Years Foundation Stage our focus for teaching and learning is on giving children opportunities to explore a range of creative experiences and to apply skills they have been taught through adult directed and child-initiated learning. The focus should always be on process, and the learning that is taking place in the process, as much as the outcome or finished product. Experiences are sufficiently open-ended to enable children to be able to express their creativity as individuals.*

Reception	Learning Experiences	Key Vocabulary	Development Matters in the EYFS
	<p>Providing a variety of tools for mark making available to access in the learning environment (inside and outside): different sized pens, marker pens, felt pens, chalk, crayons.</p> <p>Providing opportunities for children to explore and create on a large scale and a very small scale e.g. large pieces of paper and very small notepads and canvasses.</p> <p>Providing different tools for painting: thick and thin brushes, sponges, finger tips, cotton buds.</p> <p>Providing different resources for printing: blocks, sponges, natural objects, cotton reels etc. Introducing repeating patterns.</p> <p>Introducing children to materials for 3D experiences e.g. clay, plasticine, sand, junk modelling with recycled materials.</p> <p>Introducing children to different resources for collage: scrap paper, textured paper, tissue paper, fabric scraps, natural resources.</p> <p>Offering experiences in child-initiated learning to revisit skills introduced in adult- led learning.</p>	<p>Colour names, textures language, rough, smooth, mix, water, glue, cut, stick, collage, paint, thick, thin, wet, dry, pattern, repeat, hard, soft, light, dark, model, painting, artist, sculpture, sculptor, portrait, self-portrait, landscape.</p>	<p><b>40-60 months</b>                      Explores what happens when they mix colours.                      Experiments to create different textures.                      Understands that different media can be combined to create new effects.                      Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.                      Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>Early Learning Goal</b>                      Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p>

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	<p>Offering adult led experiences to introduce specific skills e.g. cutting with scissors, folding, weaving and tearing paper.</p> <p>Teaching colour mixing with primary colours.</p> <p>Offering adult led experiences focusing on observational drawing.</p> <p>Looking at different artists.</p>		
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## RELIGIOUS EDUCATION: UNDERSTANDING OF THE WORLD (PEOPLE AND COMMUNITIES)

*Children learn about the similarities and differences between their own family and community and the experiences of others.*

Reception	Learning experiences	Key vocabulary	Development Matters in the EYFS
	<p>Talking about family celebrations. How do we celebrate special times?</p> <p>Visiting the church for Harvest Festival. Why do we celebrate Harvest? Talking about being thankful for what we have. Thinking about others who are not so fortunate (Food Bank).</p>	<p>Celebration, Christmas, Easter, Church, God, Jesus, Nativity, Bible.</p>	<p><b>30-50 months</b></p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique,</p>

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	<p>Reading the Christmas story and performing the Nativity Play. Discussing the different parts in the play. Talking about the meaning of Christmas.</p> <p>Reading the Easter story. Talking about the meaning of Easter and how we celebrate.</p> <p>Introducing the Bible and sharing some Bible stories. Who was Jesus? What messages can we learn from the Bible?</p> <p>Looking at how other people celebrate special occasions and religious events (eg. Chinese New Year).</p>		<p>and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>40-60 months</b></p> <p>Enjoys joining in with family customs and routines.</p> <p><b>Early Learning Goal</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
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## EYFS COMPUTING: UNDERSTANDING OF THE WORLD (Technology)

*In the Early Years Foundation Stage (Reception) our focus for teaching and learning is on developing the children's hands-on experience with technology. Our children have been born into a technological world and so we use IT to support learning across the curriculum. This includes exploring programmable toys, mark making and completing games linked to learning on the interactive whiteboard both independently and collaboratively. E-Safety and ensuring children know how to be safe online at home and at school is a safeguarding priority in school.*

	<b>Learning experiences – implementation</b>	<b>Key vocabulary</b>	<b>Development Matters in the EYFS</b>
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<p>Reception</p>	<p>Using the interactive whiteboard for mark making and playing simple learning games (eg phonics).                  Using ipads to play learning games (eg phonics and maths).                  Exploring Mini Mash (at home and on the whiteboard/chromebooks).                  Exploring, investigating and using torches.                  Programming 'Beebots' (programmable toy) to follow simple instructions.                  Using Doodle Maths at home.                  Talking about how to stay safe on the computer/ipad/tablet.                  Talking about the technology we use at home and in school.</p>	<p>Computer, TV, mobile phone, camera, tablet, CD player, whiteboard, on/off, up/down</p> <p>Electricity, button, press, mouse, Internet, click, search,</p> <p>forwards, backwards, left, right, turn, number names</p>	<p><b>30-50mths</b>                  Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.                  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.                  Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.                  Knows that information can be retrieved from computers</p> <p><b>40-60mths</b>                  Completes a simple programme on a computer.                  Uses ICT hardware to interact with age-appropriate computer software.</p> <p><b>Early Learning Goal</b></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p>
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### Geography (EYFS Understanding the World – The World)

## EYFS Subject Overview and progression to National Curriculum

	Learning experiences - implementation	Key vocabulary	Development Matters in the EYFS
<b>Reception</b>	<p><b>Local area</b> Exploring the local environment through welly walks, visits to the farm, walk to the stream etc. Children talk about places, plants and animals that they see. Looking closely at the world around us with magnifying glasses, digital microscopes. Developing curiosity and wonder of the natural world. Using small world toys to recreate experiences (eg. farm visit) Drawing simple maps. Sharing stories about different places and journeys e.g. Rosie's Walk, the Naughty Bus.</p> <p><b>Living things</b> Hatching chicks in class and learning about how to look after them and their life cycle. Talking about our pets and how we look after them. Planting bulbs/cress/flowers Learning about nocturnal animals</p> <p><b>Weather</b> Looking at seasonal changes – through welly walks and observing the changes in our local environment/Forest School. Thinking about what we need to wear in the summer/winter.</p> <p><b>Our World</b> Looking at other countries, eg. Chinese New Year, Australia Day Talking about recycling and how we can make good choices to help our world. Learning about Harvest and where our food comes from.</p>	<p>Inside, outside, on top of, next to, behind, under, shop, house, farm, church, school, road, pavement, flat, park, zebra crossing, bicycle, field, woods, pond, playground, trike, Dinner hall, library, river, stream, map, left, right</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p><b>Early Learning Goal</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>

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### History (EYFS Understanding the World – PC)

	Learning experiences - implementation	Key vocabulary	Development Matters in the EYFS
<b>Reception</b>	<p>Talking about day/night and daily routines, e.g. bedtime, mealtimes or home time.</p> <p>Talking about special times, celebrations, festivals shared with friends and families, sharing photos from home.</p> <p>Sequencing events, how have I changed from a baby to the present day and child's daily routine.</p> <p>Thinking about what I might be when I am older.</p> <p>Learning about celebrations, festivals, birthdays. (eg Remembrance Sunday, Christmas, Easter, Bonfire Night, Chinese New Year etc)</p>	<p>Now, next, later, yesterday, today, tomorrow, day and night, days of the week, months of the year, yesterday, long ago, in the past, light, dark, old, young, before and after.</p>	<p>UW – PC</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p><b>Early Learning Goal – UW - PC</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>

### Music (EYFS EAD – EMM and BI)

	Learning experiences - implementation	Key vocabulary	Development Matters in the EYFS
<b>Reception</b>	<p>Singing songs daily and learning Nursery Rhymes.</p> <p>Exploring different instruments and making different sounds.</p>	<p>Song words, clap, stamp, move, dance, instrument, drum, tambourine, bells, maracas, claves, glockenspiel and xylophone, beater,</p>	<p><b>30-50 months/40-60 months</b></p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p>

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	<p>Learning to sing new songs. e.g. for Harvest and Nativity</p> <p>Responding to different genres of music and talking about how it makes us feel.</p> <p>Learning the names of different instruments – drum, tambourine, bells etc.</p> <p>Learning about the pulse in the music and how to imitate this with our bodies.</p> <p>Keeping a simple pulse with musical instruments.</p> <p>Learning to move in response to different music (eg. Carnival of the Animals)</p> <p>Hearing live instruments where possible - eg cello, guitar, piano, harp, clarinet, through visits by parents and family members.</p>	<p>loud, quiet, shake, tap, bang, pulse, beat, orchestra, violin, flute, clarinet, trombone, cello, horn, tuba etc.</p> <p>Percussion, high, low,</p>	<p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p><b>Early Learning Goal</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>
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## PE (EYFS PD - Physical Development)

	Learning experiences - implementation	Key vocabulary and what children need to know	Development Matters in the EYFS
	<p><b>Moving and Handling</b></p> <p>Providing opportunities for games with balls, hoops, cones, tunnels, bean bags.</p>	<p>Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping, gallop</p> <p>strong, firm, gentle, heavy, 'stretch', reach, tense, floppy,</p>	<p><b>Gross motor skills</b></p> <p><b>30-50mths</b></p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing</p>



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	<p>Opportunities for loose part play, e.g. milk crates, tyres, large cardboard tubes, planks.</p> <p>Opportunities to jump off an object and land appropriately.</p> <p>Providing climbing equipment, balancing equipment, opportunities for target throwing, rolling, kicking and catching.</p> <p>Opportunities for construction, threading, posting, dolls clothes and materials for collage.</p> <p>Providing a range of one-handed tools for both left and right e.g. scissors, manipulative tools.</p>	<p>follow, lead, leader, scissors, cutting, Happy, sad, cross, people Racing, chasing, squeeze, prod, speed, change, direction, under, over, pushing, patting, anti-clockwise, follow, trace, letter Space, pencil, grip.</p>	<p>equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements.</p> <p><b>40-60 mths</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><b><u>Fine Motor skills</u></b></p> <p><b>30-50mths</b> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Hold a pencil near the point between the first two fingers and thumb and use it with good control. Can copy some letters, e.g. letters from their name</p> <p><b>40-60mths</b> Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand.</p>
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			<p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>Early Learning Goal</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
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### Science (EYFS – Understanding the World – W)

	Learning experiences - implementation	Key vocabulary	Development Matters in the EYFS
<b>Reception</b>	<p><b>Working scientifically</b></p> <p>Children talk about what they see and ask questions. They talk about things they have observed. E.g looking closely at cut plants and fruit, using a magnifier to look at minibeasts, leaves etc.</p> <p>Teacher led investigative experiences -Which is the strongest material to build a house? What happens when it rains on a mud brick house?</p>	<p>Look, carefully, closely, change, stayed the same, see, plant and animal words.</p> <p>Observe, watch, record, measure, changes</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>Early Learning Goal</b></p>

## EYFS Subject Overview and progression to National Curriculum

	<p>Observing changes including life cycles and seasonal changes, investigating and measuring using a rain gauge.</p> <p>Using open-ended questions, compare and use comments to encourage children to make links previous experiences at home and school.</p>		<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>
	<p><b>Plants</b></p> <p>To explore their local environment, talking about plants that they see.</p> <p>Growing plants and cress.</p> <p>Looking at flowers and plants that grow in the school environment.</p> <p>Looking and naming the trees that grow in the playground and surrounding area.</p> <p>Planting and growing herbs, using their senses to investigate them.</p> <p>Looking at conkers, pumpkins, vegetables and blackberries.</p> <p>In the Woodland Environment naming the trees, understanding why the trees change throughout the year and why some stay green.</p> <p>Being able to talk about the changes.</p> <p>Growing vegetables, Sunflowers and talking about what plants need to grow healthily.</p> <p>Going to an allotment to see how the plants grow over time and pick some strawberries once they are ripe.</p>	<p>Vegetables, plants, flower, seed, tree, conker, leaf, pumpkin, grow, food, sunshine, petal, stem, roots, leaves, ripe, tree names, herb names, soil, allotment, vegetable names, fruit names.</p>	<p>Developing an understanding of growth, decay and changes over time.</p>
	<p><b>Animals including humans</b></p> <p>Children learn to name body parts through putting coats, wellington boots on, Nursery Rhymes and songs.</p>	<p>Body parts, animal names, vegetables, plants, flower, seed, tree, conker, leaf, pumpkin, grow, food, sunshine, toilet vocabulary (SRE Curriculum), pet names,</p>	<p>Shows care and concern for living things and the environment.</p>

## EYFS Subject Overview and progression to National Curriculum

	<p>To name and talk about animals during small world play or having their own pets at home.</p> <p>To develop an awareness of being able to go to the toilet independently.</p> <p>To explore their local environments, talking about plants and animals that they see.</p> <p>To develop an awareness of own personal hygiene such as going to the toilet, washing hands, brushing teeth.</p> <p>Investigating what lives under leaves and logs, minibeast hunts, life cycles.</p>	<p>zoo animal names, farm animal names</p>	
	<p><b>Everyday materials</b></p> <p>Children participate in cooking activities to experience how liquids and solids change when cold or heat is applied.</p> <p>Children have lots of sensory play opportunities, where they can manipulate into different shapes and experience the different textures.</p> <p>Children make choices on the properties of materials when building at the junk modelling area.</p> <p>Children decide what materials to use when building outside using loose parts.</p> <p>Mud, sand and water play are available to provide children the opportunities to investigate the properties of materials when mixing together.</p>	<p>Hard, soft, smooth, rough, water, mix, stir, walls, mud, roof, sand, stone, brick, squash, squeeze, pull, push, solid, liquid, material names</p>	<p>Talks about why things happen and how things work.</p>

## EYFS Subject Overview and progression to National Curriculum

	<p><b>Seasonal changes</b> Children experience the outside area throughout the year and will observe the changes over time.</p> <p>Children talk about the weather and how it changes and what to wear. Eg – Raining – wellington boots and coats/ Sun cream and hats.</p> <p>During Forest School children will experience the Seasonal Changes throughout the year.</p> <p>Children learn the names of the different Seasons and weather types.</p> <p>Children learn about being safe in the sun.</p>	<p>Rain, snow, hot, cold, hat, coats, sandals, shoes, wellington boots, t-shirt, wet, dry, umbrella, Sunny, cloud, frosty, fog</p> <p>Day, night, light, dark, Summer, Spring, Autumn, Winter, damp, dry, mist, long, short, sun cream, protection.</p>	<p>Developing an understanding of growth, decay and changes over time.</p>
	<p><b>Living things and their habitats</b> Children talk about their pets and bring them in to show if possible. Children go on Minibeast hunts.</p> <p>Children learn about lifecycles when hatching chicks. Farm visit. Children will use ipads to record what they find in the different habitats.</p>	<p>Frogspawn, tadpole, butterfly, frog, spider, ladybird etc</p> <p>Home, lives, lifecycle, grow, change</p> <p>Habitats, lifecycles, food, nests, dens, hole.</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<p><b>Reception ELG</b></p>			<p><b>Early Learning Goal</b></p>

## EYFS Subject Overview and progression to National Curriculum

			<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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